ELA Supplemental Resource Review Committee

Meeting Summary

1.1 Introductions

Natasha Camp started the meeting at 5:00 pm with introductions of the committee participants. Participants in attendance were Liberty employees Carrie Wilmot , Sara Schaefer , Zuzana Finn , Joshua Joyce, Loretta Zumbro , Catrina Jacobs , Jennifer Esposito, and Denise Murphy. Dr. Shough was also in attendance. Parent participants, Katie Heier and Ashley Horne, were also present.

1.2 Purpose and Outcomes

Ms. Camp stated that the purpose is to review the quality of supplemental materials and ensure resources used meet our district criteria. The outcomes are to score the supplemental resources and determine resources to recommend for a 60-day review.

1.3 Review of Criteria for Scoring

Ms. Camp asked for feedback on the ELA Supplemental Resource Review document sent to committee participants for review. Ms. Camp asked about the ease-of -use of the format and if the links were working properly. All participants agreed that the document was easy to use and all the links worked. Ms. Camp reviewed the rubric to make sure everyone understood the document. The criteria for this review was: 1. Is it aligned with the Arizona High Academic Learning standards? 2. Does the research show that the materials are evidence-based? 3. Is it appropriate for the subject area for age, emotional development, ability level, learning styles and social development? 4. Does it fill gaps in curriculum and/or support differentiation of learning for students. 5. Does it use current relevant technology that further engages interactive learning? All of the criteria would be scored with Meets Expectations, Exceeds Expectations or Does not meet expectations. There was also an opportunity for open-ended comments.

1.4 Discussion of Achieve 3000 Scoring

Achieve 3000 is designed to help students advance in their non-fiction reading skills by providing differentiated online instruction. Teachers use the program with the entire class, but the assignments are tailored to each student's reading ability level or lexile level. Ms. Camp presented a summary of the committee's scoring for Achieve 3000.

Scoring for Achieve 3000:

1 - Alignment - Exceeds - 54% , Meets - 45%, Does not meet - 0%.
2 - Research - Exceeds - 63% , Meets - 36%, Does not meet - 0%.
3 - Appropriate - Exceeds - 64% , Meets - 36%, Does not meet - 0%.
4 - Fills Gaps - Exceeds - 81% , Meets - 18%, Does not meet - 0%.

5 - Relevant Technology - Exceeds - 46% , Meets - 54%, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Wilmot asked if grades1 & 2 will have access or will it be limited to grades 3-8. She loves this program and saw a lot of growth with her students. She would like to see if this program can be offered for grades 1 & 2. She also likes the consistency of the program from grade level to grade level. The students already know the program. They do not need to be trained to use it every year. Ms. Heier is impressed with the career center portion of the program. Mr. Joyce agreed. He stated it is very motivating for the students. He stated the program has additional motivational tools and tracking mechanisms. It offers great teacher resources as well. Ms. Murphy and Ms. Esposito really liked the differentiation for individual learners. Ms. Horne would like to see more physical books as opposed to online learning. She feels she doesn't know what is happening in the classroom. Also, sharing one home computer with multiple children has been a challenge for her family to access the computer one child at a time. Having physical material in front of them would allow her to monitor each child all together at the same time. Ms. Camp shared that the primary textbooks for students are actual textbooks - Wonders for K-5 and Collections for 6-8. Achieve 3000 is used to supplement the gaps that the textbooks may not provide. This program does allow articles to be printed if needed.

1.5 Discussion of Read Live

Read Live is also known as Read Naturally or Read Live Naturally. This strategy combines three research-proven reading intervention strategies to create an effective tool that individualizes and improves reading proficiency. Mrs. Camp shared a summary of the committee's scoring of Read Live.

Scoring:

1 - Alignment - Exceeds - 30% , Meets - 70%, Does not meet - 0%.
2 - Research - Exceeds - 50% , Meets - 50%, Does not meet - 0%.
3 - Appropriate - Exceeds - 30% , Meets - 70%, Does not meet - 0%.
4 - Fills Gaps - Exceeds -60% , Meets - 40%, Does not meet - 0%.
5 - Relevant Technology - Exceeds - 50% , Meets - 40%, Does not meet - 10%.

The committee reviewed the additional comments followed by discussion. Ms. Daniel explained that this program is a fluency with basic comprehension skills program, giving the students the practice so that they are reading in longer, meaningful phrases. Ms. Wilmot stated that she likes the program with the exception that it takes a lot of support from the teacher. As an EL teacher, the program required additional time away from her other students. Another issue is the program will not advance the student unless the teacher manually does it. It is time consuming for the teacher. Ms. Camp explained Reading Live is used as an intervention, supplementing what students are getting in the classroom. What she is hearing from the committee is a recommendation to use it for small group intervention. Ms. Daniel added that this program offers many different types of text and repeated reading. Ms. Wilmot shared that the speaking component of the program is not good. It picks up background noises and does not recognize

some students due to the soft volume of their voice. She recommended noise canceling headphones. Mr. Joyce has seen improvement in his students in their fluency and is a positive impact and growth. Ms. Horne stated one of her children uses the program and she has noticed her confidence level improve.

1.6 Discussion of LEXIA Scoring

LEXIA is an English language development adaptive program that is a blended learning program to support emergent bilingual students or English language acquisition through academic conversations. This program is specific to EL learners. Mrs. Camp reviewed a summary of the committee's scoring of Lexia.

Scoring:

1 - Alignment - Exceeds - 18% , Meets - 72%, Does not meet - 9%.
2 - Research - Exceeds - 37% , Meets - 63%, Does not meet - 0%.
3 - Appropriate - Exceeds - 36% , Meets - 54%, Does not meet - 9%.
4 - Fills Gaps - Exceeds - 36% , Meets - 54%, Does not meet - 9%.
5 - Relevant Technology - Exceeds - 36% , Meets - 63%, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Finn stated that she really likes this program as she too is an English language learner. She stated she used the program as a student. She likes the component of speaking and the vocabulary building in academic vocabulary in all content areas. Mr. Joyce stated that using this program in the classroom is difficult. It requires noise canceling headphones. However, one of his students uses this program, and he has seen the progress his student has made and appreciates having the program as a resource. Ms. Finn asked if this program will be available for grades 7-8. Ms. Jacobs stated that this program is designed for primary grades but can be used for the upper grade students. The program will provide the speaking and listening practice and content exposure needed. Ms. Wilmot stated this program would work better in an intervention group than in a classroom setting.

1.7 Discussion of Reading A-Z Scoring

Reading A-Z has downloadable, projectable and printable teaching materials covering all the skills necessary for effective reading instruction. This resource allows teachers to print a paper copy of books for student reading practice and access to more text. Mrs. Camp shared the summary of scoring by the committee for Reading A-Z.

1 - Alignment - Exceeds - 27% , Meets - 54%, Does not meet - 18%.
2 - Research - Exceeds - 50% , Meets - 50%, Does not meet - 0%.
3 - Appropriate - Exceeds - 27% , Meets - 63%, Does not meet - 9%.
4 - Fills Gaps - Exceeds - 45% , Meets - 45%, Does not meet - 1%.
5 - Relevant Technology - Exceeds - % , Meets - %, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Wilmot shared her concern of the environmental impact using so much paper. Ms. Murphy commented that the books are hard to put together if they are not copied correctly. Dr. Shough asked the committee if they thought this program fulfills a need teachers have for additional resources? Ms. Schaefer said the program is still in need. It offers the ability to send books home with the students. Ms. Daniel said that A-Z offers many leveled text and decodable books.

1.8 Supplementary Resource Recommendations for 60-day Review and Approval

The committee was asked by Ms. Camp if they were in support of recommending the supplemental instructional resources that were reviewed during this meeting. She asked the committee to vote for each program with a choice of one of the following: Yes, Can live with it, or No.

1 - Achieve 3000 - all committee members were a Yes.

2 - Read Live - a majority of the committee was a Yes with one member voting No. It was recommended that this program be used in a small group setting due to the support required by the teacher.

3 - Lexia - a majority of the committee was a Yes with one member voting No. It was recommended that this program be used in a small group setting.

4 - Reading A-Z - most of the committee was a Yes with two members voting No. The major concern was the environmental impact using paper. Dr. Shough asked the committee if they recommended the use of this for a supplemental option or not allow this resource to be used. Ms. Camp explained that adding new programs in addition to those being considered are not in the budget. It was suggested to continue to research other programs that may replace resources. Another vote was taken with all Yes, except for one No.

Dr. Shough clarified that the district would recommend Reading A-Z as an optional supplemental and continue to look for a supplemental program that meets this need in a better way and is also cost effective.
Ms. Camp will be sharing the committee recommendations to the Governing Board to approve a 60-day review to elicit community feedback. She thanked everyone for taking the time to be a part of this committee. Ms. Horne shared she is grateful for all the work teachers put into teaching the kids.

The meeting was adjourned at 6:07 pm

Achieve3000 Supplemental Instructional Resource Criteria Rubric

11 responses

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Is aligned to Arizona High Academic Learning Standards https://bit.ly/3MYildA

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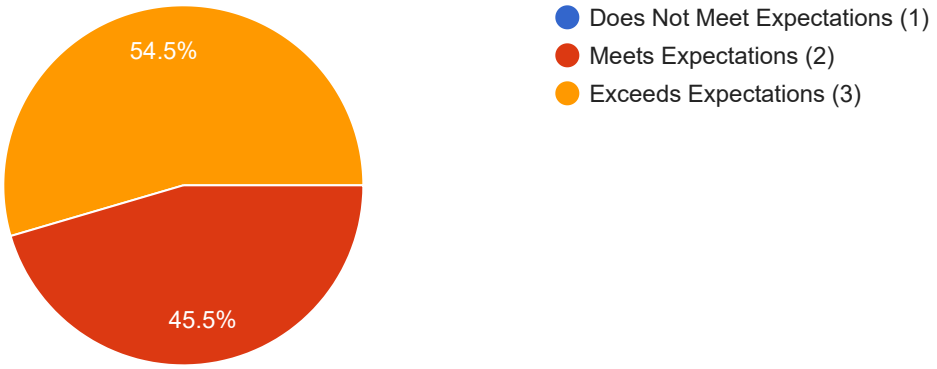
11 responses



Research shows that the program or materials are evidence based.

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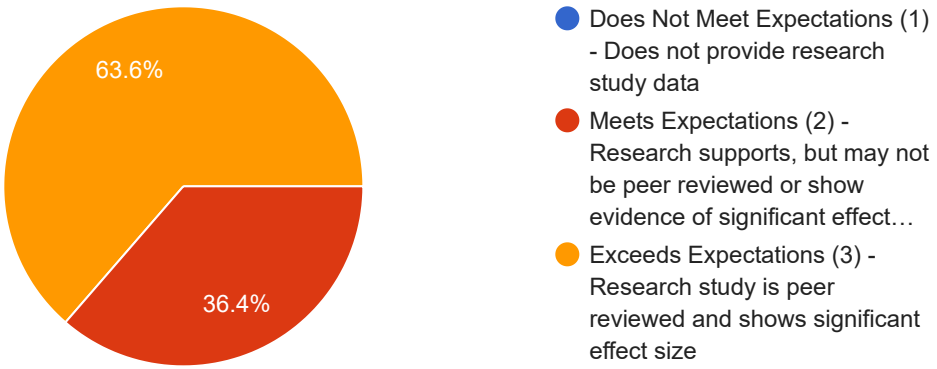
11 responses



Is appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students.

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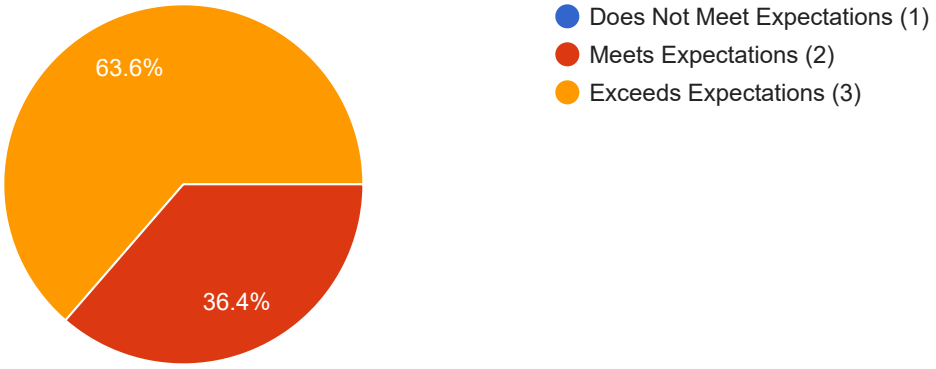
11 responses



Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene

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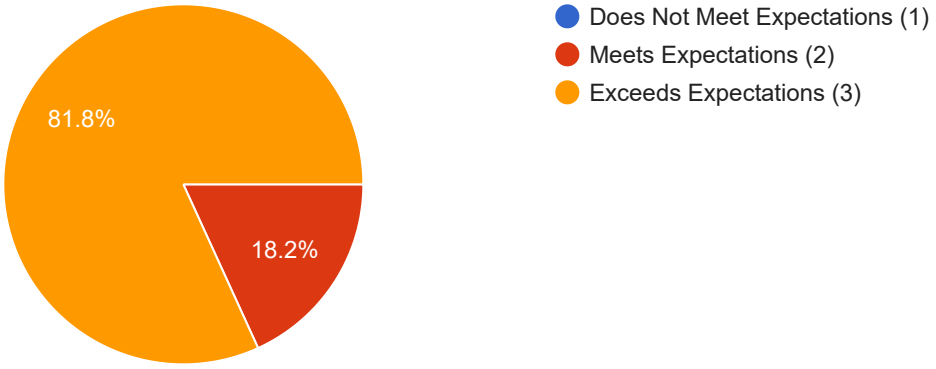

Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond

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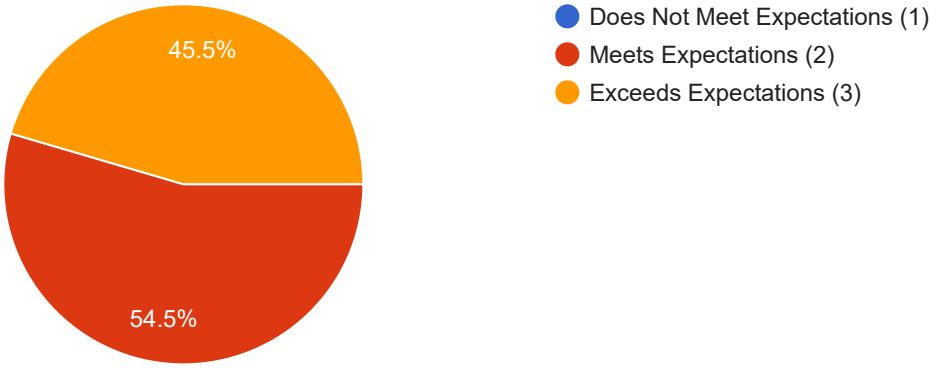

Additional Comments for committee to consider

11 responses

n/a

N/A

I have used this resource in my classroom. Students generally find this resource to be engaging, and it has progress tracking tools that help motivate certain students. Some of the research regarding the program's effectiveness is mixed.

There are a plethora of researched based resources available for teacher use within this program. We should consider vetting some of these useful tools that teachers could easily access to implement each week while using the program. It would be helpful to create shared folders for these. Other types of accountability should be put in place besides requiring 2 articles per week and the 75% or higher expectations. If used with fidelity, student growth is significant!

What grade levels does this support? If we are to choose this, would we have it for all grade levels?

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Reading A-Z Supplemental Instructional Resource Criteria Rubric

11 responses

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Is aligned to Arizona High Academic Learning Standards https://bit.ly/3MYildA

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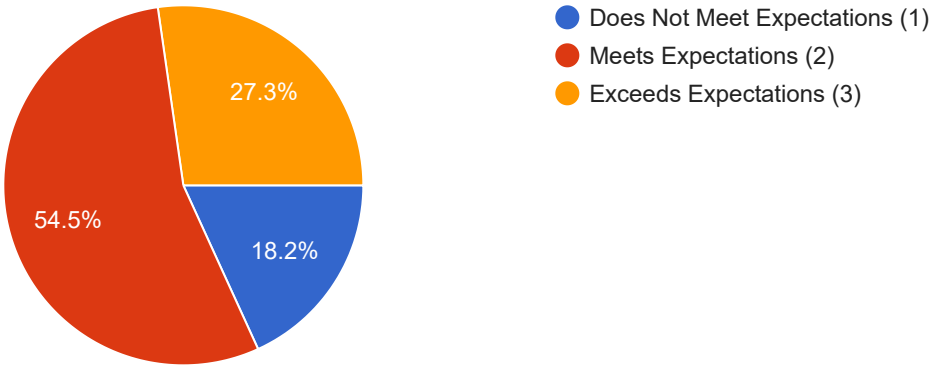

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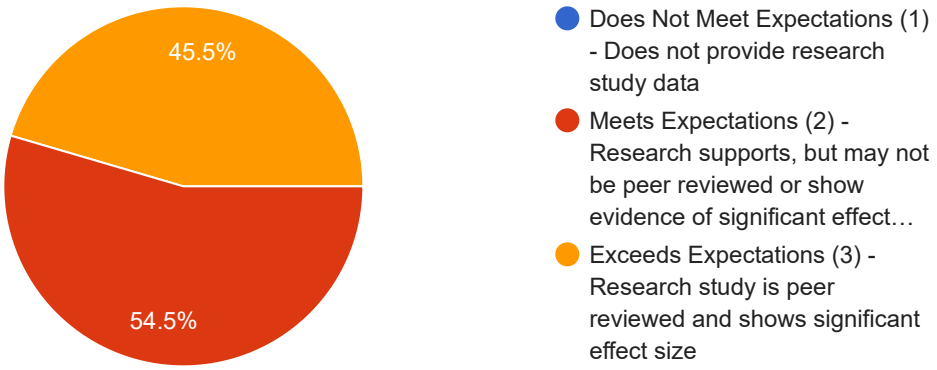

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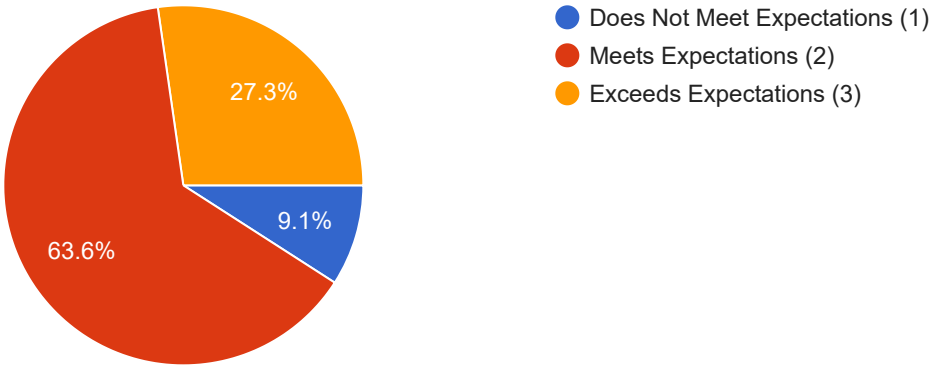

Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene

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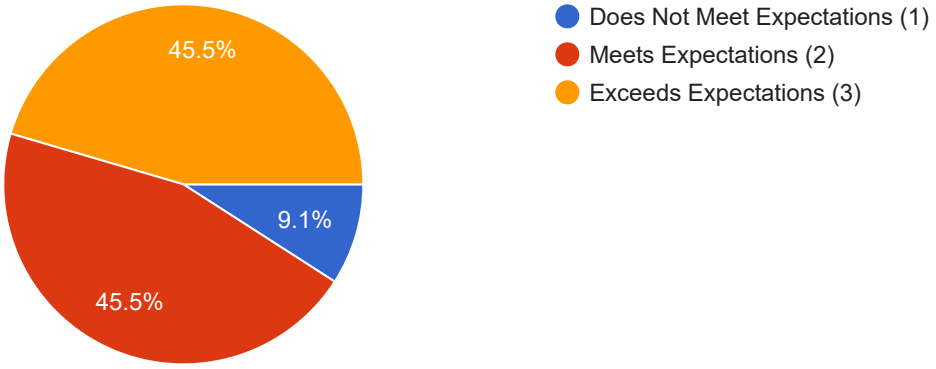

Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond

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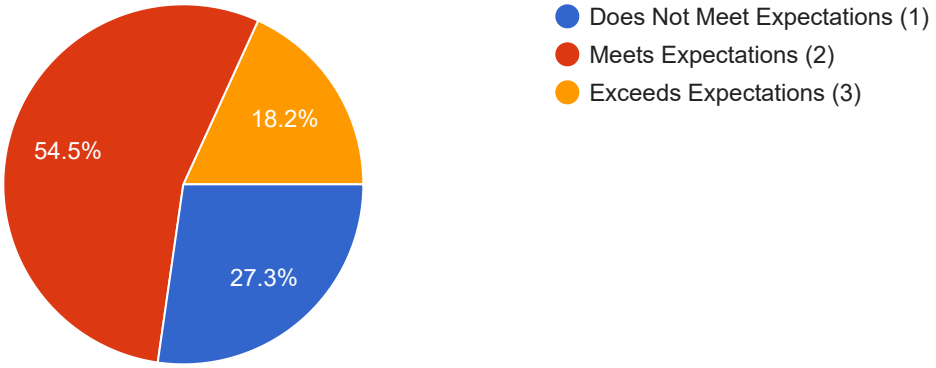

Additional Comments for committee to consider

11 responses

I had trouble really digging into this program as it seemed to want you to buy everything before you could really experience what it truly would do. My concerns with this are that 1) it seems to be for only grades k-5, 2)the books look like they have to be printed along with the teacher lessons and materials, 3) the online portions of reading must be recorded, which creates the same issue as with Lexia, you can't have kids all recording at the same time unless they have expensive noise-canceling headphones. The research sample size was way lower than the others and didn't seem to yield high results. This one I have no experience with like I have with the others, but seems to be my least favorite choice for what I see.

The only tech evidence I could find is projectable text.

Offers printable versions and additional printable resources.

I used Reading A-Z, Vocabulary A-Z, and Science A-Z when I first came to Liberty. The program does a great job of offering a wide range of books and resources. It's a great way to differentiate, but not as effectively as other programs I have used. HOWEVER, the paper usage for this program can get VERY out of hand. There is a lot of prep involved, or at least there used to be. As I reviewed this site, it still looks very much the

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LEXIA English Supplemental Instructional Resource Criteria Rubric

11 responses

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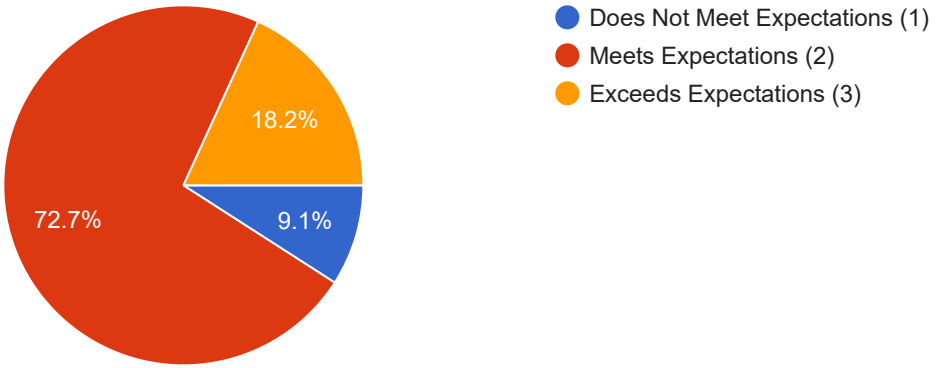

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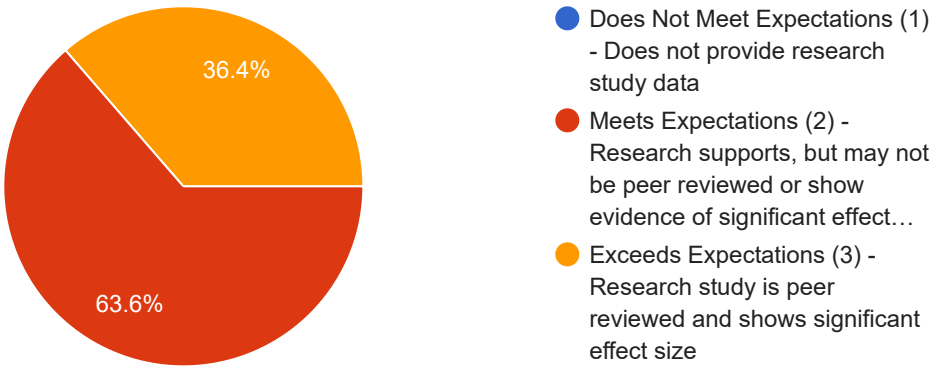

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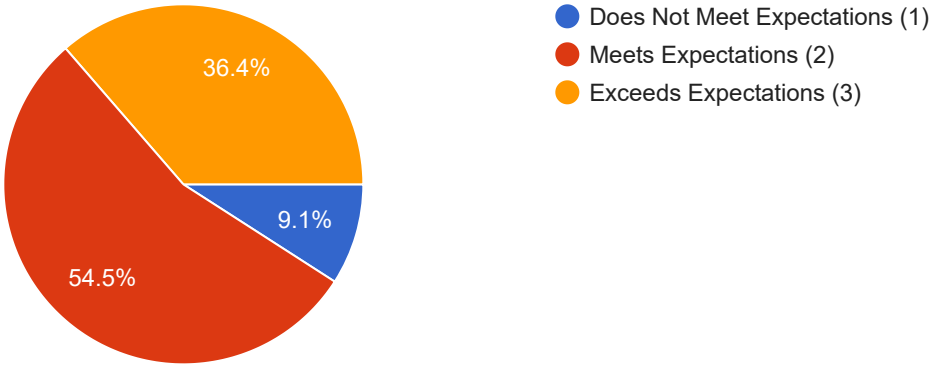

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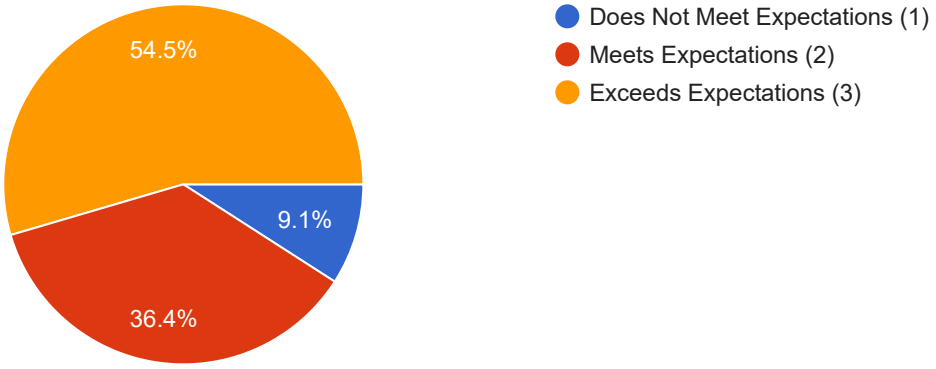

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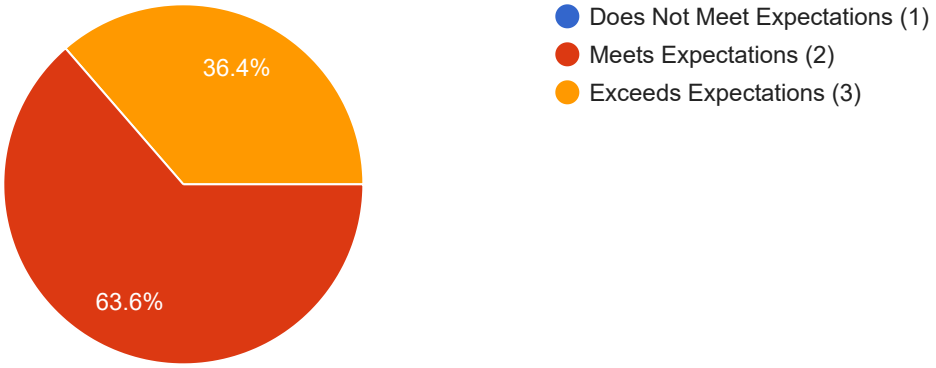

Additional Comments for committee to consider

11 responses

n/a

Do we have a program for EL students in grades 7-8?

I like that this program is for our EL students and uses a variety of culturally diverse characters. I think this program can really help our EL students.

Prime resource for Targeted Instruction that aligned to AZ SEI Model.

I found it a little hard to access. It wouldn't load on my phone or kindle tablet. There was an app for the ipad. Students could need a computer at home to go beyond the classroom.

This program looks greats, but to be fair, I need more time to understand it and explore it. I wasn't sure what program we had, as there was Lexia Core5, Lexia PowerUp, Lexia English, etc. From what I was able to see, it looks really good as intervention for our emerging readers, ELL's, and resource kiddos.

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Read Live Supplemental Instructional Resource Criteria Rubric

10 responses

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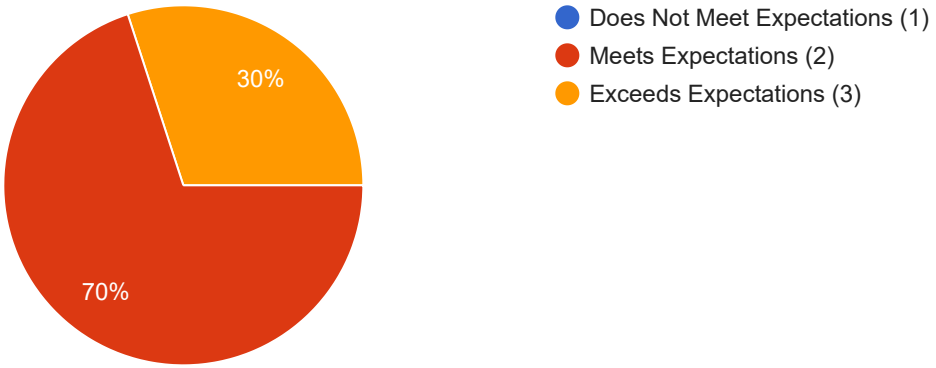

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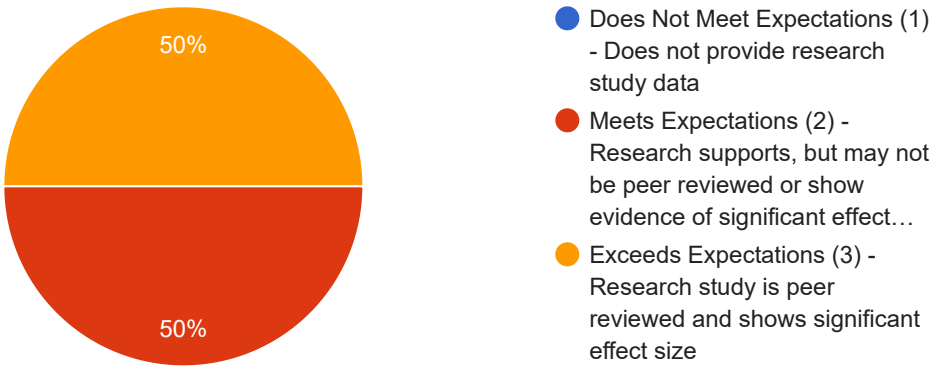

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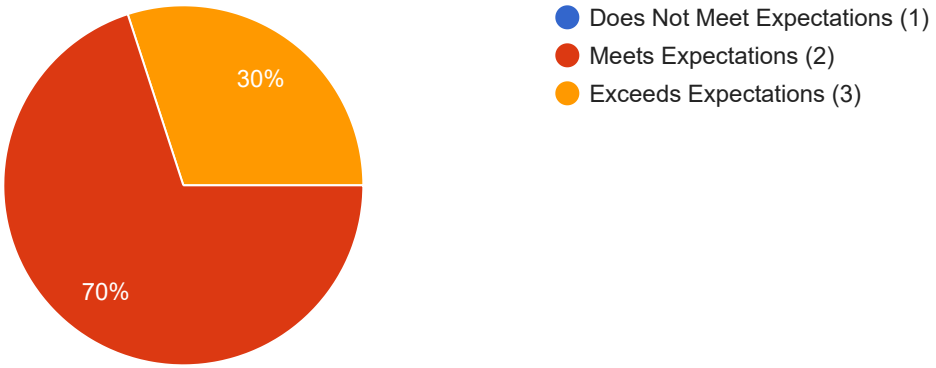

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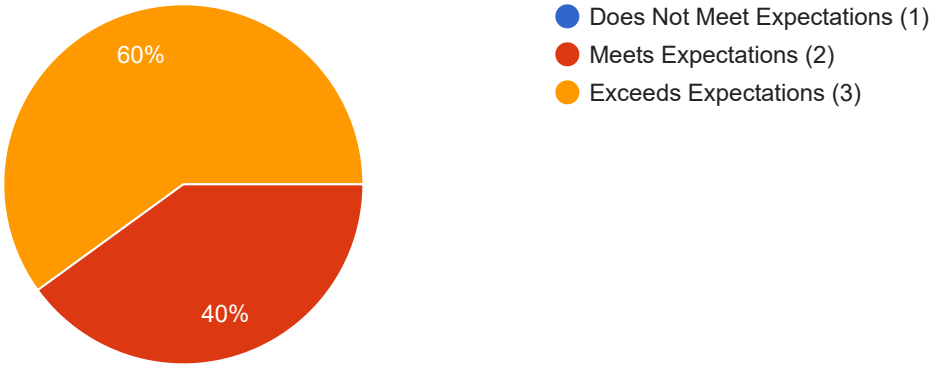

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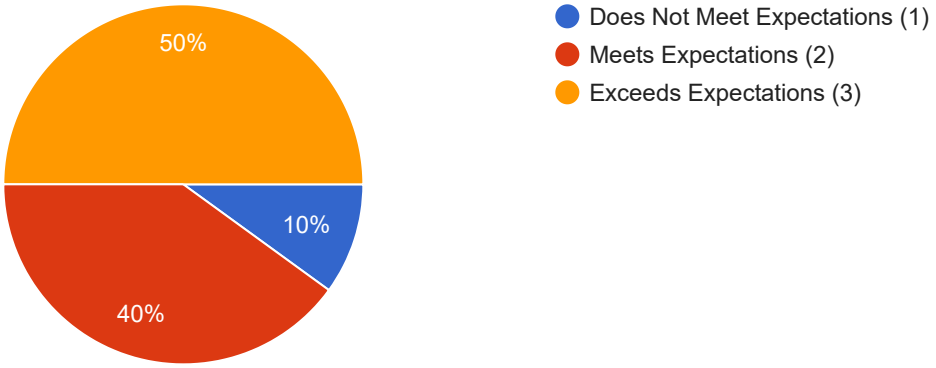

Additional Comments for committee to consider

10 responses

n/a

I do not like that the teacher has to monitor timed read tests. We already do that with Acadience and this creates another cog in the instruction wheel when we have to take time to test each student one at a time or they cannot proceed in the program. The report generators are not user friendly and do not provide useful data breakdowns. Lastly, unless the teacher is constantly monitoring student growth, they will not automatically proceed to the next level of reading content in the one minute reads. The teacher has to manually do it. This program requires too much scaffolding for independent use by the students to be effective.

I have used Read Naturally as a tutoring program years ago in Alhambra. If used consistently and with fidelity, the program works. I see it more as an intervention before/after school, small groups, or supplemental for ELL/Emerging readers, however, I have not had the opportunity to dig into this recently.

It will go hand in hand with Achieve-Especially for 3-5 struggling students

Some of my students use this resource with the Reading Interventionist. I do not have

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